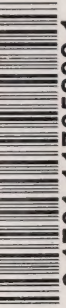


CA1
IA
-1968
Y55



3 1761 11765232 1

**Vocational Opportunity
and the
Canadian Indian**

[General publications]
[6-8]

Vocational Opportunity and the


Canadian Indian

CA1
IA
-1968
V55



Canada

Indian Affairs Branch



Digitized by the Internet Archive
in 2022 with funding from
University of Toronto

<https://archive.org/details/31761117652321>

Educational Assistance

Scholarships

Jobs

CA 1 IA 11

68 V55

"Those people without a broad base of academic skills upon which vocational training must be based cannot economically survive in an increasingly specialized, automated, and shifting economy. Children now in school, for example, can expect to work in as many as three different jobs in their lifetimes. Employers demand higher and higher levels of academic competence both because of our increasingly complex technology and because we are producing more people than jobs. Without academic and job skills, the disadvantaged adult is doomed to poverty and social isolation."

Instructional Materials for Functionally Illiterate Adults,

Phi Delta Kappa, May 1965, P. 452.

Contents

- 3** Foreword
- 4** Why a vocation is a *must*
- 4** How to find out about training opportunities
- 5** How to finance vocational training
- 8** Kinds of courses taken by Indians
- 9** Jobs for those who have a vocation
- 10** Education officers who can give more information
- 12** Conclusion

Foreword

This booklet was prepared for the guidance and information of the Indian student, his parents, and others involved in the education of Indian youth.

During the 1949-50 school year, only 58 out of a total Indian pupil population of 23,409 were enrolled in universities, colleges and vocational schools.

Fifteen years later, during the 1964-65 school year, there were 1,125 students in universities, colleges and vocational schools. There were also 560 enrolled in upgrading programs to prepare them for vocational and technical schools.

Although more Indians than ever before are taking vocational training or other kinds of higher education, there still are many young Indians who are not taking advantage of the opportunities open to them.

The purpose of this booklet is to let students know what educational opportunities are available to them and how to make use of these opportunities.

The goal of the Indian Affairs Branch is to prepare every student for employment. The Government of Canada will provide the financial assistance and the guidance. The rest is up to the Indian students and their parents.





Why a Vocation is a Must

The reason is quite simple. The day of the unskilled worker is quickly coming to an end. The jobs that are open to people with a low education are becoming fewer and fewer.

It is especially important, therefore, for the Indian student to stay in school as long as possible — at least until he meets the requirements for admission to vocational courses. At present, few vocational schools will admit students who have not completed Grade 10. However, all students should aim at high school graduation. The further a person goes in school, the better the opportunities become for vocational training and the better the opportunities to get and hold a job.

How to find out about training opportunities

The Indian Affairs Branch has a staff of School Superintendents, Supervising Principals, Guidance Counsellors and Vocational Counsellors to give the student and his parents the advice and information they may need. Principals and teaching staffs of the schools attended will also give information and guidance.

They will help to decide what courses are required to enter vocational training and how to make the most use of the individual student's abilities.

For further information do not hesitate to call upon the Education Officers listed at the end of this booklet.

vocational training

Educational Assistance

No Indian student has to do without a complete education just because of financial need.

Our educational assistance program will provide costs of tuition, supplies and transportation for Indian students. The students or their families are expected to pay as much as they can toward the cost of board and lodging but no student is denied the opportunity simply because he cannot pay a part of this cost.

Scholarships

Indian Affairs Branch, in addition to the educational assistance program described above, offers the following scholarships:

1. A University Scholarship to the best student in each Region who is accepted by an accredited university for higher education, or to the most outstanding student already in attendance at a university. In the latter case the students will be recommended for maintaining a high level of achievement during the previous year, as well as for conducting himself or herself in an exemplary manner on and around the campus (\$300).
2. A Teacher Training Scholarship to the most outstanding student of each Region who is accepted by an accredited teacher training institution (\$300).
3. A Nursing Scholarship to the most outstanding student in each Region who is accepted by an accredited hospital for registered nurses' training (\$250).

4. Four Vocational Training Scholarships for each Region. These will be available to students entering vocational training courses outside the high school pattern (\$250).
5. Six Cultural Scholarships for Indians who show outstanding ability in Art, Drama, Music, Carving, etc. These are open to all Indians in Canada (\$100-\$300). For an Art Scholarship three or four samples of the candidate's work, as well as a statement from a recognized authority or teacher of Art indicating the candidate's outstanding artistic ability, should be submitted to the Scholarship Board.

For further information regarding the scholarships apply to Regional Superintendent of Schools, District Superintendent of Schools, or Supervising Principal for the area in which you live. The addresses are listed at the end of this booklet.

In addition to the scholarships offered by the Department, the following scholarships are available from private organizations and individuals:

1. Blood Band Scholarships — Two annual Scholarships of \$250 each. These are available to one male and one female Band member entering university for the first time. They are limited to first-year university students but not limited to any particular course.

2. Margaret Delmage Award — A \$200 Scholarship to be presented annually by the British Columbia Parent-Teacher Federation to a son or daughter of a native Indian of British Columbia who is entering the University of British Columbia or some other University or College of recognized standing within the province, from Grade XII or XIII or is proceeding from Grade XII to Grade XIII and who shows promise of success in continuing studies at the University level.

Application should be made to Dean Walter H. Gage, Chairman, Joint Faculty Committee on Prizes, Scholarships and Bursaries, University of British Columbia, Vancouver 8, B.C.

3. Heber Clifton Memorial Award — An annual award of \$250 is given to an Indian student proceeding to training at the post secondary level. Established by the Clifton family to commemorate the life and work of the late Heber Clifton,

formerly Chief of the Hartley Bay Band and a founding member of the Native Brotherhood of British Columbia.

Applications are made through the District Superintendents of Indian Schools and are reviewed by a committee convened under the direction of the Regional School Superintendent of Indian Schools for British Columbia.

4. Island Tug and Barge Ltd. Scholarship — \$150 Scholarship to Indian students of Vancouver Island to attend university.

5. The S. C. Kennedy Indian Missionary Bursary — Total value of Scholarship \$3000—\$600 per annum tenable for 5 years. Awarded to the student in the Divinity Faculty who requires financial assistance. Preference will be given to candidates whose legal status is that of Indian who, upon ordination, will agree to engage in Missionary work amongst Indians of Canada.

This scholarship is offered to students at Bishop's University, Lennoxville, P.Q.

6. Judge J. H. McDonald Scholarship — \$100 Scholarship to the Indian boy or girl who achieves highest standing in Grade 12 in the Secondary Schools of Algoma District. Fund is set up for 5 years beginning summer 1965.

Selection committee will be composed of the local District School Superintendent, Indian Affairs Branch, Director of Education for the City of Sault Ste. Marie and the Senior Separate School Inspector for the District of Algoma.

Scholarship will be awarded at Commencement exercises in the school where the chosen student has taken his or her work.

7. The Sparks Award — A bursary of \$200 is offered to any native-born B.C. Indian student pursuing university studies in any year or field. Gift of the Lions Ladies Club of Vancouver.

Application forms may be obtained from the office of the Dean of Inter-Faculty and Student Affairs of the University of British Columbia and must be returned to the Dean's office not later than August 1, in any academic year.

The award is made through the joint faculty committee on prizes, scholarships and bursaries of the University of British Columbia.

8. The Hudson's Bay Company Scholarship — Annual value of up to \$2500 depending on need. This Scholarship is open to an outstanding student of Indian or Eskimo background to enable him or her to attend University for four years. In addition, the Hudson's Bay Company are willing to guarantee to the scholar employment with the firm during each vacation and in exceptional circumstances, to consider helping the scholar to continue through graduate studies.

Students of Indian or Eskimo background, whether or not they have recognized status as members of Canada's native peoples, will have an equal chance to apply.

This scholarship is administered by the Indian-Eskimo Association of Canada, 47 Dundonald St., Toronto 5, Ontario. Applicants are expected to complete and return their Application Form to the Association and to provide his or her high school Principal with an Enquiry Form for completion and return to the Association separately.

All applications will be considered and assessed by the Association's Scholarship Committee, under the chairmanship of Professor David Hayne, University of Toronto.

9. North Coast British Columbia Indian Teachers' Association Scholarship (N.B.C.I.T.) — An annual Scholarship of not less than \$50 available to any Indian student being promoted to grade 8 who has at least a C-plus class average in all departmental examinations. The student must have attended an Indian Day School for a minimum of three years. Worthy students shall be nominated as Candidates by their school principals and the successful applicant will be chosen by the Scholarship Board.

All applications must be in the hands of the Secretary of the Executive not later than June 1, c/o P.O. Box 26, Kitwanga, B.C. along with two letters of character reference from prominent members of the community.

10. Canadian Women's Press Club Scholarship — (Saskatoon Branch) — A \$50 Scholarship to an Indian student in Grade 11 who has the highest mark in English and who shows interest and promise in creative writing.

Available to students in the Saskatchewan region. Names of applicants should be submitted to the Indian Affairs Branch Regional Office, Saskatoon, Saskatchewan.

11. The B.C. Indian Arts and Welfare Society's Bursary

— A \$100 annual bursary awarded to an Indian student anywhere in British Columbia who is entering first year University at University of Victoria, University of British Columbia or Vocational School. This bursary is given in memory of those Indians who gave their lives in the two World Wars. The award is made upon the decision of the Executive of the Society in consultation with the Superintendent of Indian Schools for Vancouver Island.

Applications are to be forwarded to the Corresponding Secretary, c/o the Provincial Museum, Victoria, B.C.



Many Indian girls train for rewarding careers as nurses and nursing assistants.

Mr. Robert Clifton presents scholarship in memory of his father, the late Heber Clifton, for many years Chief of the Hartley Bay Band in British Columbia.



Kinds of courses taken by Indians :

Agriculture	Guiding	Service Station Attendant
Automotive — motor vehicle repair or auto mechanics, auto body	Heavy Duty Operator	Sheet Metal
Barbering	Hairdressing — beauty culture	Surveying
Bricklaying	Home Assistants—domestic science	Technicians — Lab. & X-Ray
Butchering	I.B.M. Machines	Technology
Carpentry — joinery	Log Scaling	Tile Setting
Commercial Art	Machinist — machine shop	Time Keeping
Commercial Courses — typing, bookkeeping, accounting, clerical, etc.	Masonry	Tool Repair
Cooking	Millwork	Trades Training
Crafts	Nurses' Aides	Upgrading — pre-vocational, basic education, orientation
Diesel Mechanics	Orderlies	Upholstery
Dental Assistant	Painting	Welding
Drafting	Pilot's Training	Teacher Training
Electricity	Plastering	Nursing
Electronics	Plumbing	University — Arts, Social Work, Education, Science, Home Economics, Engineering, Commerce, Law, Medicine, Public Health, Physical Education.
First Aid	Radio & T.V. Repair	
Forestry	Refrigeration	
	Resort Services	



Indian Affairs Branch has a staff of Vocational Counsellors who will assist the Indian graduate to get a job. The Counsellors work closely with the National Employment Service, Advisory Committees made up of business men, and other members of Indian Affairs Branch staff.

To get a job may not be too difficult — to hold a job is another problem. The important and essential thing is for the individual to become good at his job, to do his best, and to show interest in that which he is doing.

The Counsellors work closely with students while they are in training and they advise the student as to the skills the student should develop. The Counsellor will have job opportunities lined up for the student before he graduates and will assist in all ways possible to see that the student is prepared for the world of work.



Vocational training courses include mechanics, electrical construction and plaster moulding.

Education officers who can give more information

Maritimes

District School Superintendent,
P.O. Drawer 160,
Amherst, N.S.

Supervising Principal,
c/o Eskasoni Indian Agency,
Eskasoni, Nova Scotia

Quebec

Regional School Superintendent,
P.O. Box 430,
Haute Ville,
3 Buade Street,
Quebec 4, P.Q.

Supervising Principal,
c/o Abitibi Indian Agency,
Amos, Quebec

Supervising Principal,
c/o Seven Islands Indian Agency,
Maliotenam,
Saguenay County, Quebec

Supervising Principal,
c/o Caughnawaga Indian Agency,
Caughnawaga, Quebec

Ontario

Regional School Superintendent
for the Province of Ontario,
Arthur Meighen Building,
55 St. Clair Avenue East,
10th Floor,
Toronto 7, Ontario

District School Superintendent,
Churchill Plaza,
Cor. Lake & Wellington Sts.,
Sault Ste. Marie, Ontario

Supervising Principal,
Indian Affairs Branch,
Dominion Public Building,
457 Richmond Street,
London, Ontario

Supervising Principal,
P.O. Box 37,
Orillia, Ontario

Supervising Principal,
c/o Six Nations Indian Agency,
P.O. Box 514,
Brantford, Ontario

Supervising Principal,
Moose Factory, Ontario

Assistant Regional School
Superintendent for Ontario,
Arthur Meighen Building,
55 St. Clair Avenue East,
10th Floor,
Toronto 7, Ontario

Supervising Principal,
c/o Sioux Lookout Indian Agency,
P.O. Box 369,
Sioux Lookout, Ontario

Supervising Principal,
c/o St. Regis Indian Agency,
P.O. Box 1268,
Cornwall, Ontario

Supervising Principal,
Post Office Building,
Room 213,
Port Arthur, Ontario

Supervising Principal,
P.O. Box 30,
Kenora, Ontario

Supervising Principal,
P.O. Box 130,
Manitowaning, Ontario

Manitoba

Regional School Superintendent,
MacDonald Building,
Room 326,
344 Edmonton Street,
Winnipeg 2, Manitoba

Supervising Principal,
c/o Island Lake Indian Agency,
Island Lake, Manitoba

Supervising Principal,
c/o Fisher River Indian Agency,
Hodgson, Manitoba

Supervising Principal,
c/o Indian Agency Office,
Selkirk, Manitoba

Assistant Regional School Supt.,
MacDonald Building,
Room 326,
344 Edmonton Street,
Winnipeg 2, Manitoba

Supervising Principal,
c/o Portage la Prairie Indian Agency,
Portage la Prairie, Manitoba

Supervising Principal,
c/o The Pas Indian Agency Office,
The Pas, Manitoba

Supervising Principal,
c/o Indian Agency Office,
Norway House, Manitoba

Saskatchewan

Regional School Superintendent,
216 Federal Building,
Corner 1st Ave. & 22nd Street,
Saskatoon, Sask.

District School Superintendent,
Indian Agency Office,
Fort Qu'Appelle, Sask.

District School Superintendent,
Carlton Indian Agency,
Immigration Building,
Prince Albert, Sask.

Supervising Principal,
c/o Battleford Indian Agency,
Battleford, Sask.

Alberta

Regional School Superintendent,
Room 716, Federal Building,
107th St. & 99th Ave.,
Edmonton, Alta.

District School Superintendent,
402 Customs Building,
Calgary, Alta.

Supervising Principal,
c/o Edmonton Indian Agency Office,
2nd Floor, Immigration Building,
10534-100th St.,
Edmonton, Alta.

Supervising Principal,
c/o Saddle Lake Indian Agency
Office, St. Paul, Alta.

British Columbia

Regional School Supt.,
P.O. Box 70,
Station "A",
Vancouver 1, B.C.

District School Superintendent,
Federal Building,
60 Front Street,
Nanaimo, B.C.

District School Superintendent,
P.O. Box 912,
Prince George, B.C.

District School Supt.,
Room 2, 326 Howe Street,
Vancouver 1, B.C.

District School Superintendent,
Room 224, Federal Building,
317 Seymour Street,
Kamloops, B.C.

Acting District School Supt.,
208 Federal Building,
Prince Rupert, B.C.

Agricultural
courses



Training in carpentry



Guides learn water safety

Certificates for outboard motor mechanics



Conclusion

This brochure has been prepared to help the Indian parent and his children.

The educational assistance program offered to Canadian Indians is among the best in the world.

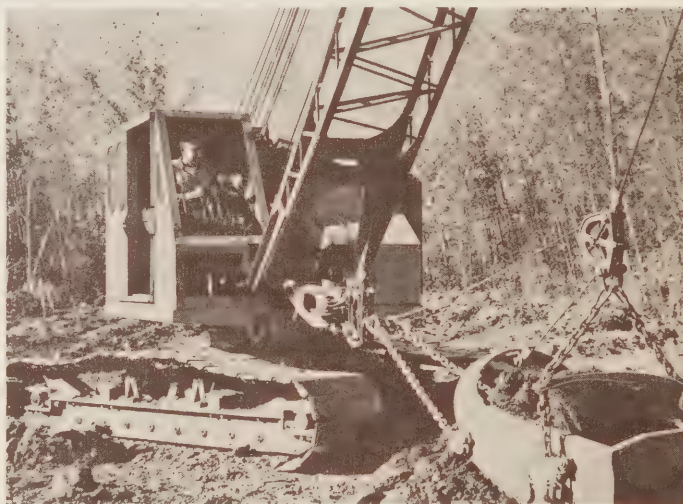
Education holds the key to many doors. It is only the individual parent or student who can turn this key.

The Education Division of Indian Affairs Branch has been established to serve the educational needs of the Indian people. In this task the Division has the support of other Divisions of Indian Affairs Branch, other Departments of the Federal Government, Provincial Departments of Education, School Boards, Church organizations, Universities, Colleges and Vocational Schools.

We need the help and the co-operation of the Indian parent. Helping your children to become self-sufficient adults is your most important responsibility to them.



Making camp
at guides' course



Training on heavy construction machines

Vocational Opportunity and the Canadian Indian



